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ABSTRACT

This is a K-2 curriculum guide containing thirty-nine lessons about the individual and work. The lessons are grouped in four sections: (1) The Individual and His Environments (work topics; the concept of work; necessity of work to the individual and his physical and social environments; and the concepts of needs and wants); (2) World of Work (varieties of work; work families in environments; work characteristics in vocational guidance; processes of vocational guidance; dynamics of the world of work); (3) Self (self-awareness, self-acceptance, and self-affirmation relative to interests, aptitudes and abilities, achievement, and values and attitudes); and (4) Economics (the individual as consumer, producer, and citizen; flow of money in exchange for goods and services; information and skills useful to consumers; persons and organizations who assist consumers in various ways). Each lesson plan has a precisely stated developmental objective, related behavioral objectives (3-7), suggested activities (2-9), a space for writing in additional activities, and a sample lesson on one of the suggested activities; the lesson specifies materials and procedures and provides space for notes and comments. The progression of the lessons in the guide, from family to the world, is designed to correspond to the natural expansion of the child's world. (DTT)

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ED151588

# CAREER DEVELOPMENT
# SIDNEY CITY SCHOOLS

## ACTIVITIES

## K-2

CE 015 271

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# THE INDIVIDUAL AND HIS ENVIRONMENTS

## WHY PEOPLE WORK

## THE INDIVIDUAL AND WORK

## ENVIRONMENTS AND WORK

**K-2**

## THE INDIVIDUAL AND HIS ENVIRONMENTS

**TOPIC:**

Why People Work

The Individual and Work

Environments and Work

In the broad area, THE INDIVIDUAL AND HIS ENVIRONMENTS, three topics are developed. Work topics, the concept of work, necessity of work to the individual and his physical and social environments, and the concepts of needs and wants are presented.

Individual topics, the interrelationships among people, differences between individuals, and environments are presented. The motivation to become a productive worker at his own level is fostered in the child. The progression of lessons in this guide, from family to the world, corresponds to the natural expansion of the child's world.

## WHY PEOPLE WORK

**DEVELOPMENTAL OBJECTIVE** (Awareness-Appreciation-Motivation)

To develop an awareness that work is a way of life.

Work is the acceptance of task responsibilities.
Play is work.
Education is work.
In later life people work at jobs or other meaningful activities.

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**RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given a discussion of play, the child will be able to cite three ways play is work.
2. Given the completion of a school day, the child will be able to identify how school is his work by telling of his day in sequence.
3. Given a list of activities including play, school work and home work, the child will choose one or more to complete.

**SUGGESTED ACTIVITIES** (Vicarious-Simulated-Experiential)

1. The teacher could read to the children stories of sports figures who make work of play.
2. Discuss the tasks of some people we know. How do these people help us and others? For what tasks are they paid and for what tasks are they not paid?
3. Play house (Mother gets breakfast, Father goes to work, and children go to school). Identify tasks each performs.
4. Draw a series of pictures of the child's school day: going to school, working at desk, going home in the afternoon.
5. Add something new to the classroom such as a fish or an animal. List all new responsibilities and ask for volunteers to assume them.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Getting Ready" Bulletin Board Display

## MATERIALS

Crayons
Drawing Paper
Scissors
Two large Tagboards
Magazines for Cutting

## PROCEDURE

1. Ask a child to describe verbally the steps required for him to prepare for school each day, being as attentive as possible to details. Utilize this child's description as an example.

2. Have each child choose an illustration cut from a magazine, or draw his own, of one or two tasks his parent performs and one or two tasks he performs in getting ready for the day.

3. Arrange these illustrations on a bulletin board in two sections: "My Parent Gets Ready for the Day" and "I Get Ready for the Day."

4. Give each child an opportunity to describe the steps one of his parents takes to prepare for the day. Compare these steps with his own, noting likenesses and differences.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is man's way of creating, preserving, changing and rebuilding his environment and that the important environments within which he lives are:

Family
School
Community
Society
World

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks performed at work, the child will be able to match them with creating, preserving, and changing environments.

2. Given his own activities, the child will be able to define his contribution to family welfare.

## SUGGESTED ACTIVITIES

1. Discuss with classroom guests the topic of "Why People Work."

2. Make charts emphasizing family members working together for benefit of the entire family. Discuss ways in which work changes, preserves, or rebuilds the home setting.

3. List examples of how the following people contribute to changing, preserving and rebuilding the environment: plumber, carpenter, factory worker, doctor, lawyer, teacher, postman, grocery clerk, fireman.

4. Make a list of activities which would improve the physical appearance of the classroom: cleaning up, planting flowers, rearranging furniture. Have children select these and perform the duties.

5. Visit an area where new construction or building is going on. Identify the different work involved.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Environments Change"

## MATERIALS

Drawing materials

## PROCEDURE

Before introducing this lesson, show children several large pictures that illustrate changes taking place in their community. These are available in many local newspapers.

1. Assign students the task of going home after school and noting any changes which have taken place in the past few months or are currently taking place on the route home or in their neighborhood.

2. The following day, ask the children to draw "before" and "after change" pictures to be shown to the class. All students will attempt to determine what change each child is illustrating.

3. The child will then provide one or two sentences which indicate what he is illustrating; e.g., "We had an orchard behind our house. It's been cut down and a big insurance building has been built there."

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of individual differences in work.
- Environment
- Personal Characteristics
- Preferences
- Limitations

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## RELATED BEHAVIORAL OBJECTIVES

1. Given several kinds of work, the child will be able to state some personal characteristics which are more necessary to one kind of work than another.
2. Given a work task, the child will be able to list some of the characteristics needed to fulfill the task.
3. Given pictures of people dressed in different working outfits, the child will be able to tell in what kind of setting each person works.
4. Given a list of types of limitations which an individual might possess, the child will be able to pick one kind of work the person would be able to do and one kind he would be unable to do.

## SUGGESTED ACTIVITIES

1. Discuss questions:
   a) Why people work?
   b) What are some of the things they have to know or do before you can get a job?
   c) Why do some people like their jobs more than others like theirs?
2. Tape short speech from parents—"Why I Chose My Line of Work."
3. Discuss work likes and dislikes of pupils.
4. Draw pictures of people engaged in various occupations.
5. Take walks and interview workers on road gang or in trucks or in stores.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Where Do They Belong?"

## MATERIALS

Magazines, shelf paper, scissors, and paste

## PROCEDURE

1. Have children name various work settings (office, factory, home, etc.). Divide a long sheet of shelf paper into sections representing the work settings named by the children.

2. Provide and have children bring in magazines which contain pictures of a variety of workers. Have the children cut out all the pictures of workers that they can find in the magazine.

3. Discuss the pictures one by one with the children and have them decide in which setting a worker would fit.

4. Some workers may not fit in any of the settings. The children should then be permitted to add new sections to the chart.

5. Children could continue to expand this chart as an independent activity.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that through work people meet their needs.

Food
Clothing
Shelter
Psychological needs—safety

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of items of food, clothing, shelter, and safety, the child will be able to choose three basic needs for himself.
2. Given a description of work of people who serve us, the child will be able to cite the needs they meet.
3. Given small picture cards of workers, the child will be able to match the worker with the basic needs he satisfies for other people.
4. Given class discussion, each child will be able to contribute at least one idea about the topic of safety and when he does not feel safe.

## SUGGESTED ACTIVITIES

1. View 16MM films or filmstrips about modern needs.
2. Make murals of workers performing tasks aimed at satisfying others' needs.
3. Build a playhouse and make a list of needs, items needed to meet them, and who provides and services them.
4. Collect pictures of the methods of many different cultures for providing food, clothing, shelter, and safety. Use primitive as well as modern peoples. Discuss.
5. Have children tell what it is like not to feel safe. Discuss the workers who keep us safe (from disease, accidents, others). Discuss how and when parents might not feel safe.
6. Collect and talk about pictures of tools for safety.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Different Ways of Doing Things"

## MATERIALS

Magazines, scissors, paste, paper, class books, discussion pictures

## PROCEDURE

1. The class should discuss ways in which their needs are met.
2. The class may be divided into four groups—food, clothing, shelter and safety. Each group will find pictures or examples of how people from different cultures meet these needs. Primitive as well as modern cultures may be used.
3. Groups will then make a class presentation discussing the different ways that needs are met by the different cultures.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is a way of fulfilling personal wants.

Personal accomplishments and satisfaction
Helping others
Belonging and love
Personal comforts

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of wants and needs, the child will be able to separate them into proper categories.
2. Given a list of wants, the child will be able to state how each may be obtained.
3. Given a list of people who display acceptance and love for the child, the child will be able to tell what kind of work each does for him.
4. Given a child's list of people who are important to him, the child will be able to tell what kind of work they do to help him.

## SUGGESTED ACTIVITIES

1. Compose a list of wishes of individual children for the class. Discuss how one might go about obtaining his wishes.
2. List items a person wants. Find the cost of the items. Discuss how much people spend on wants.
3. Compile newspaper clippings of people who receive rewards or honors. Discuss what kind of personal satisfaction they may have felt.
4. Role play a situation where the children's wishes come true. Tell all the ways it might have happened.
5. Make a list of tasks that could be performed to show others that the child cares. Select one to perform.
6. Make a chart for a given day listing all the necessary goods, activities, and services the children use, perform or have performed for them.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"I'd Like to Have . . ."

### MATERIALS

Catalogs, newspapers, writing paper, picture dictionaries

### PROCEDURE

1. Have children make a list of the things which they would like to have and how much they think each item will cost.

2. Look over the various items the children have listed and provide them with catalogs, newspapers, etc., that list the actual cost of the items. Let the children determine whether their items will cost more or less than they had estimated.

3. Discuss with the children the cost of their items and how they plan to earn the money to get them.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is a way of fulfilling environmental wants.

Beauty
Recreation
Comforts
Space

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks performed in various settings, including a farm, the child will be able to select work indigenous to farm life.
2. Given a comparative list of types of work, the child will be able to list six city jobs that do not exist in the country.
3. Given a tape of city sounds, the child will be able to identify 90% of the related jobs.
4. Given one week of assisting on a paper route, the child will be able to report on his experience.
5. Given a list of tasks that represent essentials and nonessentials, the child will be able to separate them into wants and needs.

## SUGGESTED ACTIVITIES

1. Show filmstrip about city work.
2. Read a book about farm work.
3. Make step-by-step mural of farm visit.
4. Interview farmers.
5. Visit farm.
6. Walk in the city, observe jobs.
7. Compare sounds in the environment.
8. Plant garden in back yard and keep record of hours, cost, amount of growth.
9. Help on paper route.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"A Walk in the City"

## MATERIALS

Camera, portable tape recorder

## PROCEDURE

1. Plan a route that will take the children past various job sites. Explain to the children that the purpose of the walk is to listen and observe. Start the tape recorder at the beginning of the walk and take pictures which relate to the various sounds that are heard along the way.

2. Upon returning to the classroom, listen to the recording and compare those things which the children saw with those which they heard. These sounds could later be made into a listening center in which the children could independently match the pictures taken on the trip with the sounds heard on the tape.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of interaction and interdependence among individuals at work in their environments.

Competition, cooperation, compromise, adjustment
Conflict
Power
Tasks assigned by us, tasks assigned to us

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of occupations, the child will be able to name two farm occupations and five city occupations that are directly related.
2. Given a field of work, in an oral recitation the child will be able to identify if it relates to other fields.
3. Given an art assignment, the child will be able to depict how one worker competes with another.
4. Given a list of tasks at home and at school, the child will be able to tell who does them and if they were assigned or assumed.

## SUGGESTED ACTIVITIES

1. Make a mural depicting city and farm occupations.
2. View film about city and farm occupations.
3. Read about flower growers and florists to understand the cooperation needed between the two.
4. Role-play a situation in which one group consists of vehicle manufacturers and another of National Safety Committeemen to show how they depend on each other.
5. Visit two related work sites such as a car manufacturing plant and the State Patrol Office to observe the interdependence between the two.
6. Place an item in the room with directions to identify the people who handled that item from the time it was raw material until it reached the room. Assign tasks to small groups that (1) can be done best by one person (2) can be done by several.
7. Have children question other children to find out how their parents' work is related. See how large a related group can be formed by holding hands with those whose parents work is related.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"City-Farm Occupations"

### MATERIALS

Large roll of paper, paint, yarn, chart paper, drawing paper, scissors, crayons and paste

### PROCEDURE

1. Have the entire class help develop a list of farm occupations and city occupations which are directly related. Put this list on a chart for future reference.
2. Divide the class into two groups. Have one group draw the city occupations listed and the other draw the related farm occupations.
3. Divide the class into two large sections, one for farm, the other for city. Have children paste their pictures in the proper section.
4. Discuss the mural with the entire class and let individual children show how the city and farm occupations are related by joining them with colored yarn.

### NOTES AND COMMENTS

## ENVIRONMENT AND WORK

**DEVELOPMENTAL OBJECTIVE:**

To develop an awareness of work performed by family members and others in the home.

Mother
Father
Siblings
Extended Families

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given a series of pictures, the child will be able to identify work roles performed by family members.
2. Given appropriate information, the child will be able to compare his family's work with four culturally or ethnically different homes.
3. Given a home responsibility, the child will be able to perform tasks daily at home.
4. Given a list of household tasks, the child will be able to classify them according to who does them.

   Mother
   Father
   Siblings
   Self
   Extended family

5. Given the opportunity, the child will be able voluntarily to assume the responsibility for a task at home.

**SUGGESTED ACTIVITIES**

1. Interview another family member.
2. Identify roles performed by family members through a variety of study prints or pictures.
3. Draw pictures of family members at work.
4. Compare family roles in other cultures to one's own after viewing filmstrips and pictures and reading stories and poems.
5. Role-play work of family members.
6. Perform one or two tasks in the home as agreed upon by family members.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Responsibility at Home"

### MATERIAL

Chart, writing paper, pencil, drawing paper, crayons

### PROCEDURE

1. Have the class dictate a letter to their parents or another family member asking permission to perform one or two tasks in the home. The letter could be written on the blackboard for each child to copy.

2. Have the class decide the length of time and number of days they wish to perform their chosen tasks.

3. Have children help make up a chart which they can take home and on which they can record their task performance.

4. At the end of the given time, have each child draw a sequence story showing the steps taken in performing his task. These could be made into books and placed in the reading center.

5. Talk with each child concerning such things as feelings about responsibility, evaluation of task performance and ways his task performance affected other members of his family.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work in the school.

Place of work
Type of work
People at work

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of workers in a building, the child will be able to name six workers in a building which the class has toured.
2. Given a general plan of the school, the child will be able to identify five workers in their proper locations.
3. Given a list of duties in the school, the child will be able to list four duties of a worker.
4. Given an occupation in the school, the child will be able to identify the tools used in that occupation.

## SUGGESTED ACTIVITIES

1. Bring janitors, secretaries, and administrators into the classroom.
2. Role play various school employees' duties.

   *Example:* Custodians

   What do they do?
   When do they work?
   What training do they need?

3. Tour the school and observe the employees.
4. Draw a plan of the school building and identify each employee's position.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Workers in School Tour"

## MATERIALS

Map of school

## PROCEDURE

1. Set up visitation schedule for one afternoon or morning with a school worker.

2. Talk about the people they will see in the school and about what they think those people do. List on blackboard their responses.

3. List the questions they can ask the workers, such as:

   A. What is the name of your job?
   B. What do you do for the school?
   C. What can you do for me?

4. After the visits talk about what they saw and heard.
   Locate the place the worker works on the school map.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of work in the peer group.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a play situation, the child will be able to detect the necessity of waiting his turn.
2. Given a group play situation, the child will be able to state the necessity of putting away all play materials.
3. Given a task selected by peers, the child will be able to perform it for the assigned time.

## SUGGESTED ACTIVITIES

1. Develop with the children a list of duties which they feel would facilitate classroom management. Place these duties on a chart and have the children perform them at a given time.
2. Given a story situation about an animal, such as a beaver, the child will be able to act out a dam building situation, then relate this to working with others.

## ADDITIONAL ACTIVITIES

**SAMPLE LESSON**

**"Puppet Show"**

## MATERIALS

**Book, i.e. *The Old Woman and Her Pig*, tongue depressors, paper and other scrap material suitable for making stick puppets**

## PROCEDURE

1. **Read *The Old Woman and Her Pig* and discuss the events of the story until the children are well aware of the sequence of events.**
2. **The children then select the characters for their puppets and construct them.**
3. **The puppet show is then performed for the class.**
4. **The class may then discuss what might have happened if the rat had not begun the process. The various situations may then be performed with the puppets.**

## NOTES AND COMMENTS

## WORLD OF WORK

**TOPICS:**

- Varieties of Work
- Work Families
- Work Families in Environments
- Work information in Vocational Guidance
- Work Characteristics in Vocational Guidance
- Processes of Vocational Guidance
- Dynamics in the World of Work

In the broad area, WORLD OF WORK, four topics are developed. Under Varieties of Work, Work Families, the concept of "job" is introduced as well as several classification systems. In Work Families in Environments, the major categories of work are explored as they can be observed in the various environments of the child. Under Vocational Guidance, work information, work characteristics, and the processes of vocational guidance are presented. In the Dynamics of Work, various concepts are presented such as labor unions, change and expanding work world.

In this area an awareness and appreciation for the broader world of work is encouraged. Work information and the processes for finding one's way through the world of work are considered. The child is motivated to become a participating member of his current world of work. A readiness for an orientation to the broader world of work as jobs is fostered.

## VARIETIES OF WORK

**DEVELOPMENTAL OBJECTIVES** (Awareness-Appreciation-Motivation)

To develop an awareness of work as "jobs" and "occupations."

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**RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given an understanding of work, the child will be able to cite two attributes of work.
2. Given three tools, the child will be able to match them with the names of the workers or work.
3. Given an understanding of "jobs" the child will be able to list two jobs performed by his parents in their occupations. (Ex. "My father's occupation is plumbing; two of his jobs are putting pipes in new houses and repairing leaks in pipes.")
4. Given three tools, the child will be able to manipulate the tools properly.

**SUGGESTED ACTIVITIES** (Vicarious-Simulated-Experiential)

1. Provide and have children bring in magazines that contain pictures of various people working. Have the children cut out and classify in different ways.
    a. Place of work—indoor—outdoor
    b. Type of clothing worn
    c. Other pertinent factors
2. Provide a chart on which a child can keep a record of work which he carries out at home.
    a. Have the child make a picture book of the activities, and dictate a sentence story about each activity.
    b. Have children form small groups and share their stories.
3. Have children bring in tools, work objects or parts of uniforms used in their parents' work, and role play work settings using these costumes and tools.
4. Carry out one work task at home.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Matching"

**MATERIALS**
One picture each of tools, vehicles, and workers

**PROCEDURE**

1. Discuss each picture with a small group of children.

2. Separate the pictures of the workers from the pictures of tools and vehicles. Display the pictures of the tools and vehicles on the chalk edge. Have each child choose a picture of a worker and match it with the tool or vehicle used in his occupation.

3. Using oak tag, paste pictures of workers on one side and pictures of tools and vehicles on the other. Put a paper fastener beside each picture with yarn tied to each fastener on the left. Children can then attach the yarn to the clip aside of the related picture on the other side.

**NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the importance of all jobs.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a particular work situation, the child will be able to match his work situation to pictures of various jobs.
2. Given a list of jobs, the child will be able to indicate, verbally, one or two problems which might occur if a worker failed to perform one of his jobs. (Example: The custodian didn't clean the halls.)
3. Given a study of jobs, the child will be able to indicate verbally how a person might feel if he is told his job is no longer needed.
4. Given a group project, the child will be able to take a part which involves cooperative effort.

## SUGGESTED ACTIVITIES

1. Discuss how the members of a family help one another by working in or out of the home.
2. Develop a class book of children's drawings showing how their work helps the entire family.
3. Pantomime the work that each member of the family does and why it is important.
4. Have the child do a job at home supervised by parents and report it to the class. Provide a form on which the parent may report his work to the teacher and the class.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Making a Class Book"

### MATERIALS

Construction paper, drawing paper, (optional) tape recorder, earphones

### PROCEDURE

1. Have each child perform a task at home.
2. Have him draw a picture of himself performing the task and dictate a short story about how the task performance helped other members of the family.
3. Collect all of the stories and put them in a class book.
4. The teacher could then record the stories for use in a listening center.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interdependence of jobs.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given the situation of an oral recitation, the child will be able to cite three jobs performed in the school and how each relates to the other.

2. Given the situation of an oral recitation, the child will be able to describe a job he performs in the home and explain how it relates to the functioning of the family.

3. Given a task in the home, the child will be able to relate how one member of his family might have felt when another performed or failed to perform his job. (Example: Father forgot to take out the garbage; what was mother's reaction?)

## SUGGESTED ACTIVITIES

1. Compare all the school jobs and discuss what would happen if any one of them was not performed.

2. Have the child describe a job performed at home and tell why it is important to his family.

3. Develop a class book of children's drawings of how they help at home with a caption explaining why their jobs are important.

4. List on a chart all of the tasks children do at home. Have children help classify tasks in categories:

    a. Things we do alone, for ourselves and others
    b. Things we do together
    c. Things that are done for us

5. Make a list of school workers whom the children would like to visit. Develop with the children some questions which they would like to ask these workers. Tour the building to visit and interview these workers. Upon returning to the classroom, discuss the interdependence of these workers.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"School Job Performance"

## MATERIALS

none

## PROCEDURE

1. Each day for a period of one week, instruct various children not to carry out their assigned tasks.

2. Follow this experience with a discussion of the importance of working together. Lead the children to the discovery that

    a. We are usually happier when we carry out our work tasks
    b. We can get more done in less time when we all cooperate

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the division of labor.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given work done at home by the father and mother, the child will be able to list two types of work which are nearly always performed by his mother rather than his father, and two which are nearly always performed by his father rather than his mother.

2. Given a list of work performed by school personnel, the child will be able to list at least two types of work unique to the teacher, the secretary, and the principal in his building.

3. Given a list of tasks he does independently, the child will be able to express verbally how he feels when he is given work which he is to do independently. (e.g. unload the dishwasher).

4. Given a small group project, the child will be able to state the importance of his task in the total project.

## SUGGESTED ACTIVITIES

1. Having seen a film concerning a factory and the product it produces, make list of machines and specialists that were involved in making the product. Discuss how the division of labor in that factory makes it possible to produce more goods in less time and how factory workers depend on each other because their jobs are specialized.

2. Dramatize a day in the life of a particular worker. Have children change positions each day.

3. Develop plans for setting up a place of business which uses assembly lines to make products. Divide the various tasks and have children complete the product.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Making an Assembly Line Product"

## MATERIALS

Construction paper (multi-colored), scissors, paste, crayons, pencil

## PROCEDURE

To bring out the importance of the assembly line in factories have the children produce greeting (or seasonal) cards.

1. Divide the class into teams. Give each team a production quota of fifteen cards. Have each team divide their labor.

    a. Fold cards
    b. Cut design
    c. Paste designs on folded paper
    d. Write greetings

2. At the end of the demonstration the class can discuss the advantages and disadvantages of an assembly line.

## NOTES AND COMMENTS

## WORK FAMILIES IN ENVIRONMENTS

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the work of his parents and family.

---

### RELATED BEHAVIORAL OBJECTIVES

1. Given his parents' occupations, the child will be able to state what contributions his father or mother makes to the world of work.
2. Given a list of jobs, the child will be able to name his parents' jobs.
3. Given a list of jobs in his parents' work, the child will be able to give two ways in which his parents' work affects him individually.
4. Given some aspect of his family's work to role play, the child will be able to act it out as he thinks it is performed by that member of his family.
5. Given his choice of work objects of family members, the child will be able to draw or construct one object symbolizing the work of one member of his family.

### SUGGESTED ACTIVITIES

1. Develop with the children a list of questions which they could ask their parents concerning their jobs. Using the information gathered from the questions, have the child make a diorama showing the parents at work.
2. Have a child role play his parent's job.
3. Have each child name all of the people in his immediate family and tell one kind of work each person does in the home and away from the home.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Construction of Family Work Object"

## MATERIALS

Salt or modeling clay (see *Childcraft* for salt clay recipe) Blank work cards

## PROCEDURE

1. The children should ask their parents what they do at work and what kinds of tools they use.
2. Have the children make the tools from clay. If salt clay is used, the tools can be painted.
3. Upon completion of the objects have each child print the name of his tool on a blank card. Set up a display of the tools.
4. Invite another classroom in to see the display. Have each child show his tool and explain its relation to the work of the family member that uses it. Allow for questions and answers.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of occupations represented by the children's parents.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given three jobs representative of the class members' parents, the child will be able to state whether the work relates to people, data or things.

2. Given a list of the occupations of parents of class members, the child will be able to work as a group member in constructing a bulletin board to illustrate occupations of parents of class members.

## SUGGESTED ACTIVITIES

1. Have each child name his parents' jobs and list them on a chart. Make a bulletin board which is divided into three classifications (people, data, things). Have a child draw a picture of what his parents work with and put it in the proper classification.

2. Have a panel of parents who perform various kinds of work visit the classroom. Have children ask them questions concerning their occupations. This should be followed by a class discussion of how the occupations differ.

3. Visit two family-operated businesses.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Role play work of family member"

## MATERIALS

Chart, small blank cards, box

## PROCEDURE

1. Discuss work roles performed by various family members at home and list them on a chart. Go over the chart with the children several times to establish familiarity.

2. Have each child draw a card and role play the work role described on the card. Have other children try to guess what role is being played.
   (Teacher may have to help a child read his card.)

3. After a role has been played, have children suggest other ways of acting out the same role.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work represented in his school.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks performed in school and out-of-school, the child will be able to identify those which are performed in school.
2. Given a discusssion of work in the school, the child will be able to *name* five tasks performed in his school.
3. Given the role of a school worker, the child will be able to enact that role.
4. Given a dittoed worksheet, the child will be able to classify the various tasks performed in his school.

## SUGGESTED ACTIVITIES

1. Draw a map of a school building and place workers in their areas by drawing characters or utilizing markers.
2. Word Games—Tour the building and take snapshots of the school workers. Have the children dictate a story about each helper and place the picture and story behind paper doors which can be opened. Put a work card on each door. If the child can read the word he can open the door.
3. Tour building and watch the workers.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Our Building Workers"

## MATERIALS

Simplified floor plan of building, pins, cut-outs of workers small enough to fit on the building plan.

## PROCEDURES

1. Make a list of all known workers in the building.
2. Take a tour of the building to meet all workers and see if any were overlooked in the list making. Observe work settings.
3. After the tour, return to the room and place the pictures of the workers seen on the school building floor plan to show the appropriate work settings of the workers. Place the floor plan where the children can see it if they need to before going someplace in the building.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of his work role in the home and school.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks, the child will be able to define certain tasks for which he is responsible at home and school.
2. Given a task, the child will be able to explain why it is important. In a discussion the child will be able to state how the successful completion of a task affects other members of the family.
3. Given available tasks, the child will independently identify tasks and voluntarily complete them.

## SUGGESTED ACTIVITIES

1. Read stories of children working at home and school.
2. Draw a picture of home and another of school. List home jobs and school jobs. Explain feeling about these jobs.
3. Play charades—pantomiming some jobs the child does at home and at school.
4. Select and perform a job at school and make a work chart.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Classroom Tasks Pinwheel"

## MATERIALS

Pin wheel of classroom jobs with slots for childrens' names. Classroom work equipment including broom, mop, erasers, rags, water, and waste baskets.

## PROCEDURE

1. Discussion of the word "responsibility."
2. Show how responsibility exists on the part of the teacher and students.
    a. Teacher role plays to show how she must make out report cards.
    b. Have children role play to show how they must keep their desks clean.
3. Have children establish classroom responsibilities.
4. List classroom jobs.
5. Fill in the pin wheel.
6. Establish rotation procedure for jobs and children.
7. Choose a time at which jobs begin.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the basic differences in goods and services occupations.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given a selection of pictures of workers, the child will be able to identify each correctly as providing goods or services.
2. Given a list of occupations, the child will be able to define goods and services.
3. Given an assembly line project, the child will be able to identify workers within his own groups who supply goods, services or both.
4. Given an assigned task, the child will be able to perform the service or produce the goods.

## SUGGESTED ACTIVITIES

1. Have children name as many workers as they know who come to their homes to work. Have children find pictures of these workers in magazines and cut them out. Talk about these workers and decide whether they provide goods or services. Put these pictures on a bulletin board under the proper classification.
2. Let children pantomime a worker's activities and let children guess the name of the worker and tell whether he supplies goods or services.
3. Make peanut butter and have lunch. Decide who makes things, who serves people, who provides information.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Goods and Services" Shown for Goods only.

## MATERIALS

Flannel board, cut-outs of goods, cut-outs of men who provide goods, hats, egg cartons

## PROCEDURES

1. Arrange children around the flannel board which has men on one side and goods, covered up, on the other half.
2. Hold up a poster of the word GOODS. Ask for opinions of what the word means. Explain the meaning of the word.
3. Put on a hat and explain you are now the "Eggman" and are going to deliver eggs to Johnny's house. Have one child role play the father and one the mother.
4. Discuss the situation just enacted. Ask the children to give other examples.
5. Uncover the flannel board. Call on various children to match the goods with the men who provide them.

## NOTES AND COMMENTS

## WORK CHARACTERISTICS IN VOCATIONAL GUIDANCE

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the relationship between school and work.

---

### RELATED BEHAVIORAL OBJECTIVES

1. Given a dittoed worksheet, the child will be able to state three things used by workers in a business that he has visited.
2. Given a list of three tasks he performs at home, the child will be able to talk about how what he learns in school is a part of the tasks he does at home.

### SUGGESTED ACTIVITIES

1. View films appropriate to the grade and see if children can see the relationship between their classroom learnings and their application.
2. Role play work situations such as "working at the supermarket."
3. Dramatize a day in the life of a worker. Then have the class discuss relationships between what the worker needs to know and what the class is learning in school.
4. Perform a classroom task (e.g. caring for guinea pigs) and report to the class what the job entails and what one needs to know to do the job.
5. Visit supermarkets and notice the different workers and what they do. List who uses reading, numbers, etc. and who works with data, people or things.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Baking Cookies"

### MATERIALS

Cookie mix, items necessary for baking, the school kitchen

### PROCEDURE

1. With the class develop a letter requesting the use of the kitchen.
2. Review the methods, utensils and words to be used. Emphasize those to be used in the process.
3. Demonstrate to the class how measuring is to be done. Entertain any questions which arise.
4. As you run through the process, have the students keep a tally of the number of times something they learn in school is called for.
5. Assign the tasks of marketing, measuring, mixing, placing unbaked cookies on sheet, removing baked cookies for cooling, washing dishes, drying dishes, and putting equipment away to groups of students. Make sure everyone participates.
6. Have a group of students prepare a place to eat the cookies.
7. Bake, place on rack to cool and eat.
8. Discuss with the class how many things mothers must know in order to prepare food and relate it to what they learn in school.
9. Write a letter with the class thanking the kitchen people for their help and the use of the kitchen.

### NOTES AND COMMENTS

## PROCESSES OF VOCATIONAL GUIDANCE

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the wide variety of occupations in which an individual may become interested.

---

### RELATED BEHAVIORAL OBJECTIVES

1. Given stories about various occupations read to him by the teacher, the child will be able to choose four or five which sound interesting to him.
2. Given films and/or filmstrips about various occupations, the child will be able to name two or three people he knows whose occupations are the same as those viewed.
3. Given a picture dictionary or other source, the child will be able to select three occupations which interest him.
4. Given a group discussion, the child will be able to name at least ten occupations that exist in his community.
5. Given a group discussion, the child will be able to name at least two occupations that do not exist in his community.
6. Given a trip to the library, the child will be able voluntarily to choose a book about a worker and ask his parents to read it to him.
7. Given a role playing situation, the child will act out a work role representing an occupational interest.

### SUGGESTED ACTIVITIES

1. Make a scrapbook of pictures showing the child's work interests.
2. Make a bulletin board about "Different Workers We Know"—"Workers We Have Learned About."
3. Write a story. "If I were a . . ."
4. Write letters to different workers asking them why they chose that job. Select an item and have children tell how it is used in work.
5. Make a treasure chest. Fill it with pictures of various work items. Let the children select an item and tell how it is used in work.
6. Have children bring items from home which may be associated with certain occupations. Have children take out an item and see how many occupations it could represent. (Example: a can of corn—farmer, cannery worker, trucker, grocer, food broker.)

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Role Playing Work Interests"

### MATERIALS

none

### PROCEDURE

1. Hold a class discussion about different occupations. Encourage each child to express his interest in a particular occupation. Ask him to tell why he is interested in the occupation and to describe what kind of work he does.

2. From the discussion, prepare a list of role play situations. Let each child choose one work role of interest to him to role play.

3. Have the children play their roles for the rest of the class. Afterwards, ask if anyone found that he was now interested in new occupations. Also ask if he learned about any new occupations. Use these questions as a basis for class discussion.

### NOTES AND COMMENTS

## DYNAMICS IN THE WORLD OF WORK

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the evolution of various occupational roles in the home and school.

---

### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of homemaking or school roles, the child will be able to select two and explain the way they have changed.
2. Given a list of homemaking or school roles, the child will be able to identify those characteristic of early life and modern life.
3. Given pictures of new and old household utensils or school tools, the child will be able to classify them into the proper category.

### SUGGESTED ACTIVITIES

1. Read story about the little red school house and farm house.
2. Discuss why workers' jobs have changed.
3. Make a mural depicting growth of living things.
4. Show film or filmstrip which depicts the one-room school house.
5. Role play people working in the different historical eras at different jobs.
6. Make models of clay or wood to display the evolution of cooking methods (from fire, spit, black iron pot, electricity, gas to sound waves).
7. Visit a museum and study early living of workers and their tools.
8. Present a style show depicting modern and old fashioned dress. Discuss reasons for change in dress.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"The Evolution of Homemaking Occupations"

## MATERIALS

Pictures of household utensils or tools from early days to present, clay.

## PROCEDURE

1. Discuss in general how and why certain occupations in the home have changed from early times.
2. Have the children give some examples of changes that have occurred.
3. Give the children a list of homemaking roles and have them identify those characteristic of early life and those of modern life.
4. Have the children match some household utensils or tools with the roles they identified above. Provide or draw pictures to match.
5. Make models out of clay to display the evolution of a household task. Example: cooking from fire spit, black iron pot, electricity, gas, sound wave.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the reciprocal responsibilities of parents and child.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks, the child will be able to state which tasks are done for whom and how that person reciprocates.
2. Given a class discussion the child will be able to define reciprocal responsibility of each member of the family.
3. Given a doll house, the child will be able to manipulate figures of family members performing their regular tasks.
4. Given a discussion of responsibilities, the child will be able to name two reciprocal responsibilities of parents and child.

## SUGGESTED ACTIVITIES

1. Read stories of families working together.
2. Read stories of camping and trailer life.
3. View films of the above.
4. Make lists of mother's and father's work in the home and how children can help.
5. Role play mother and daughter, father and daughter, mother and father helping each other and working together.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Responsibilities of Parents and Children"

## MATERIALS

Drawing materials, chart paper

## PROCEDURES

1. Draw pictures of family members, including pets.
2. List responsibilities of each member of the family.
3. Discuss how children have responsibilities and roles in the home.
4. Discuss what each child can do to help.

## NOTES AND COMMENTS

## SELF

**TOPICS:**

- Self—awareness
- Self—acceptance
- Self—affirmation of
  - interests
  - aptitudes and abilities
  - achievement
  - values and attitudes

In the Broad Area, SELF, seven topic areas are developed. These trace Self-awareness, Self-acceptance and Self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes. These correspond with the natural stages of growth of self from knowledge through acceptance to affirmation of self and others.

In this area the self as subject is the major focus, as contrasted with the individual as object in the initial area. Self as subject requires that the person's own feelings, perceptions, and beliefs be dealt with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Self-awareness, Self-acceptance, Self-affirmation (interests)

**DEVELOPMENTAL OBJECTIVE** (Awareness-Appreciation-Motivation)

To develop awareness of one's own interest development.

Liked interests
Disliked interests
New interests

---

**RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given a list of interest activities, the child will be able to identify several current expressed interests.
2. Given a list of interest activities, the child will be able to list several manifest interests.
3. Given a list of interest activities, the child will be able to list those he is not interested in or does participate in.
4. Given activities he does and does not like to do, the child will be able to tell why he does or does not like to do them.
5. Given the reactions of others, the child will be able to relate in a positive way to recognition of his interests by others.
6. Given a new task, the child will be able to apply a latent interest to a task.

**SUGGESTED ACTIVITIES** (Vicarious-Simulated-Experiential)

1. Discuss: "Some Things I Really Like to Do..."
2. Draw a picture of the child engaged in a favorite activity or depicting a favorite thing.
3. Have others—peers, family—list the activities they believe he is interested in.
4. Act out his drawing and/or interpret another's drawing of his interests.
5. Designate a task in the room in which he expresses an interest and assumes responsibility for performing.
6. Designate an activity the child does not like and have him try to perform it with a different attitude. Choose pairs who exchange liked or disliked activities.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Happiness is: Things I Like"

## MATERIALS

Art supplies, magazines

## PROCEDURE

1. Talk about how we decide the things we like and dislike. Put some samples on the board.
2. Have each child make a "Happiness Is" booklet of at least 10-15 things he likes by either cutting out a picture or drawing one.
3. Let the children share them, each telling what his booklet consists of. As they talk, categorize the likes on the board.
4. Discuss the word "interests" and relate it to their "Happiness Is" Booklets.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To accept one's interest patterns as uniquely his own and growing.

Current
Exploratory
In change

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given a situation where he can engage in activities, the child will be able to discuss the current relationships between his interests and willingness with which he undertakes a task.

2. Given a situation where he can select activities, the child will choose to explore new areas of possible interest to him.

3. Given a situation where he has new activities, the child will be able to compare his current interest with those he has had in the past and those he may acquire in the future.

4. Given a discussion of interests of others, the child will be able to compare his interests with those of others.

## SUGGESTED ACTIVITIES

1. Develop a simple pictorial chart depicting a current interest and its related task. Use pictures from periodicals or the child's drawings.

2. Assemble and bring to class a collection of items that might lead to a new interest. Child should be sufficiently informed about items to be able to explain origin, use, and/or application, as well as the potential expansion of the collection.

3. Keep a chart of "Things I do" during school hours and out-of-school hours. Compare charts with one another. Try to imagine what it would be like to do things others do. Guess why each child does what he does.

4. Have children interview several adults in their homes or neighborhoods to determine to what extent their interests may be related to their choice of occupation.

5. Invite resource people to the class to relate childhood interests to choice of career.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"My Interests"

## MATERIALS

Interest materials

## PROCEDURE

1. Discuss with the class, as a group, the possibility of interests changing as we grow. Ask the children to indicate any interest they formerly had, but which has changed, and to give examples of interests which they feel they may have in the future. (Based on knowledge of older brothers' or sisters' or parents' interest.)

2. Have the children bring to school materials which indicate their current interests. Have each child do a short oral presentation focusing on his interest area.

3. Each child, after giving his oral presentation, will arrange his materials in a group display, including a written title such as "I like to weave pot holders."

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To affirm one's interest development through meaningful work activities.

Current interests
Interest exploration
Interest growth and change

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given activities, the child will be able to identify several which reflect his interests.
2. Given opportunities at home and in school, the child will be able to select individual activities to explore new areas of interest and report to the class.
3. Given opportunities at home and in school, the child will be able to adjust his interest to his changing abilities and report new activities to class.

## SUGGESTED ACTIVITIES

1. Construct a bulletin board of labeled snapshots which show the child participating in a favorite activity.
2. View pictures of a variety of activities related to possible interests of the individual child.
3. Role play several classroom tasks that have not previously been performed by the children in order to identify obstacles to developing new tasks.
4. Make a people-data-things chart to show how much time is spent at a particular kind of activity.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Awareness of Work Activities"

## MATERIALS

Chart paper, drawing paper

## PROCEDURE

1. Fold paper so you have large blocks for children to draw daily activities, such as:
   a. Getting up
   b. Getting ready for school
   c. Eating breakfast
   d. Going to school and daily work activities
   e. Eating lunch
   f. Completing the rest of the day

2. On chart paper report the child's information of how much time is spent on sleep, work, play, eating, etc.

3. Discuss these charts and pictures to see if the children realize how they spend their time on interest and other activities.

4. Discuss how we could have more time to do those things which we "like" to do. What can we do?

## NOTES AND COMMENTS

**Self-awareness, Self-acceptance, Self-affirmation (Aptitudes)**

**DEVELOPMENTAL OBJECTIVES**

**To become aware of one's work aptitudes for school work.**

**Play**
**Home work**
**All activities**

---

**RELATED BEHAVIORAL OBJECTIVES**

1. **Given daily work, the child will be able to judge specific scholastic abilities in relation to self and others.**
2. **Given social situations outside the classroom, the child will be able to tell how he can work and play best with others.**
3. **Given a specific task, the child will be able to carry out responsibility according to his aptitudes.**
4. **Given a rating scale, the child will be able to identify aptitudes in others by viewing their actions.**

**SUGGESTED ACTIVITIES**

1. **Illustrate through poems and stories how abilities are necessary in performing certain tasks.**
2. **Role play two different people in specific job tasks: one who lacks aptitude in that area and one who has aptitude for that task area.**

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Self Awareness & Play"

## MATERIALS

Sociogram to be filled out by teacher or children which checks off certain social feelings while at play with others.

## PROCEDURES

1. First discuss the importance of cooperation, sharing, fair play, good sportsmanship, and other qualities needed in people who work and play well together. Ask what it means to have or to be a friend.

2. Give sociogram which includes things like:
   a. Who are your best friends?
   b. Why do you like each one?
   c. Do they play fair, share, etc.?
   d. What makes a friend?
   e. Are you a good friend? Why or why not?

3. Later summarize answers and discuss results with the class. Maybe the class will need to add more or decide to leave out some ideas.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To accept one's aptitudes as uniquely his and growing.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given information concerning his performance in a task, the child will be able to identify his present aptitudes by relating his own performance ability.
2. Given a class discussion of individual aptitudes, the child will be able to identify one or two areas of strength which he possesses.
3. Given a class discussion, the child will be able to state one or two aptitudes which someone else possesses to a greater or lesser extent than he.
4. Given one of his stated aptitudes, the child will be able to perform a task related to his aptitudes.

## SUGGESTED ACTIVITIES

1. Discuss the concept of individuality.
2. Write evaluations of the children's own abilities in specific activities.
3. Interview parents regarding child's earlier ability on a specific activity.
4. Write and perform a short play illustrating that a person's aptitudes vary in different areas. Goal: Acceptance of one's own abilities.
5. Prepare possible "life" chart beginning with limited aptitudes, continuing through present aptitudes, and projecting toward future aptitudes in performing the stated activity.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"The Concept of Individuality"

## MATERIALS

Roll of brown paper, roll of white paper, chart paper, "I Want to Be" series

## PROCEDURE

1. Have each child lie on a sheet of paper and have the teacher or another child trace around him. The child will fill in the details and cut out the outline.
2. After the project is completed, discuss the individual characteristics.
3. After an understanding has been achieved that each child had individual physical characteristics, have the children relate individual abilities that they possess.
4. Make charts of each child showing the abilities that he thinks that he possesses at the present time.
5. This chart could be further expanded to include abilities he hopes to possess in the future.
6. Another expansion of the chart would be to show how these abilities could be used in the community or in areas of work. At this level, the answers might not always be appropriate, but it could start the children generalizing as to the use of their personal abilities. This could also lead to some primary research work which could be developed in the Language Arts period (example: use "I Want to Be" series).

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

Affirm one's aptitudes through satisfying performance to self and others.

Educational
Personal
Work
Continued development

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given an education situation, the child will be able to discuss his aptitudes through his daily school work.
2. Given in-school and out-of-school social situations, the child will be able to detect his socially acceptable manners.
3. Given a work situation, the child will be able to detect his work aptitudes by completing a task successfully as evaluated by others.
4. Given a situation, the child will be able to become aware of his ability for continued development of aptitudes by satisfactorily affirming current aptitudes.

## SUGGESTED ACTIVITIES

1. Discuss concept of pride in one's own aptitudes regardless of level (i.e. everyone does something well).
2. Role play activities demonstrating a child's aptitude.
3. Organize art contests, music contests, etc. so that each child may demonstrate the talents he possesses.
4. Have each child make a book titled: Things I Can Do. As a child accomplishes a task, he adds a page to the book with a sample of his work or a picture and story concerning the task. (I Can Read, I Can Write, I Can Jump on One Foot, etc.)

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Self-Awareness"

## MATERIALS

Chart paper, pictures of famous people who have well known aptitudes (singers, authors, etc.)

## PROCEDURE

1. Show the pictures of famous people and see if the children recognize them. If not, tell them what they are known for.
2. Hang the pictures of the people on the bulletin board and put a clue next to each (example: M. L. King—Bible, Nixon—White House.)
3. Discuss the fact that everyone has some talent and an aptitude for a particular thing.
4. Go around the room and make a list of talents they think they might have (e.g., singing, dancing, reading, sports, math, writing, etc.).
5. Discuss the possibility of having a talent day when eveyone might do whatever he feels he does the best (e.g., read a poem, sing, dance, play an instrument, discuss a sport, etc.).

## NOTES AND COMMENTS

**Self-awareness, Self-acceptance, Self-affirmation (Achievements)**

**DEVELOPMENTAL OBJECTIVE**

**To become aware of one's work achievements**

**In school**
**At play**
**At home**

---

**RELATED BEHAVIORAL OBJECTIVE**

1. Given a list of school tasks suitable to the child's developmental stage, the child will be able to state which of these he has accomplished.
2. Given the results of a classroom quiz, the child will be able to state one or two skills he has indicated achieving through his performance.
3. Given a class discussion, the child will be able to contribute one or two goals which he has achieved (e.g., learn to play ball, tie shoes).
4. Given a list of classroom tasks, the child will be able to complete a task.
5. Given a task he completed or one he has seen at home, the child will be able to duplicate the task for the class.

**SUGGESTED ACTIVITIES**

1. Participate in a hobby show.
2. Participate in a talent show.
3. Act out open-ended sentences concerning one's achievements.
4. Each morning, develop with the children a list of tasks which they wish to accomplish that day in school. Keep this list on the chalkboard. At the end of the day have a child copy the name or number of the tasks which he feels he successfully completed. Ask individual children to name one or two of the tasks they completed.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Hobby Show"

### MATERIALS

Small prizes, tables for display of hobbies.

### PROCEDURE

1. The class will have discussions on hobbies. Each child will have a chance to demonstrate or tell about a particular hobby.
2. Plan one day for each to bring his hobby for display.
3. Allow children to question one another on their particular hobby. Provide those who are interested time to expand their hobbies or develop new ones.

### NOTES AND COMMENTS

**Self-awareness, Self-acceptance, Self-affirmation (Values)**

**DEVELOPMENTAL OBJECTIVE**

**To develop a knowledge of one's work values.**

**Others' perceptions**
**Influence on others**
**Influence of others**
**Morality**
**Choice**

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given a class discussion, the child will be able to indicate verbally that his work values are perceived and evaluated by others.
2. Given a knowledge of his values, the child will be able to explain how his values affect others who look to him for acceptance.
3. Given a cooperative activity, the child will be able to talk about the influence of his peers and of others on his work values.
4. Given an understanding of the concept of morality, the child will be able to identify his concern for morality through his daily work.
5. Given an understanding of values, the child will be able to show how we choose friends and activities according to our values.

**SUGGESTED ACTIVITIES**

1. Discuss the topic: "I Like people who . . ." and "I don't like people who . . ."
2. Role play a situation displaying an interdependence chain—each link representing different values. Show what happens when one link is broken.
3. Organize small group activities in which each child has an opportunity to work both as leader and participant.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"I Like . . ."

## MATERIALS

Magazines, scissors, pins, stapler, magic markers

## PROCEDURE

1. Have a group discussion on the topics, "I like people who . . ." and "I don't like people who . . ." Encourage the children to describe things they do and don't like about people. Guide the children in the understanding that they have values.

2. Ask the children to select pictures from magazines that show people performing both activities approved of and disapproved of by the children. Have the children tell about their pictures.

3. Construct a bulletin board on values utilizing the pictures selected by the students. Ask the students to dictate a sentence about their pictures to the teacher and place the captions with the pictures on the bulletin board.

4. Ask each child individually to select three children, according to his values, whom he would consider as friends, and tell why.

## NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To accept one's own values as current

Environmental values
Culture values

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## RELATED BEHAVIORAL OBJECTIVES

1. Given an experience with a child of another race, the child will be able to explain that current values may be due primarily to environmental influence.
2. Given a difference of opinion with an adult, the child will be able to discern that values can and do change as one matures.
3. Given some ideas on which child and parent may differ, such as staying outside after dark, the child will be able to state his reasons why has feelings on the topic may differ from those of his parents.

## SUGGESTED ACTIVITIES

1. Read story which illustrates the values of a specific hero.
2. Role play adults (parents and others) illustrating differing values of home care.

## ADDITIONAL ACTIVITIES

**SAMPLE LESSON**

"What If"

**MATERIALS**

none

**PROCEDURE**

1. The children will suggest values that they might change if they were adults. For example:

    a. Going to bed at any time because
    b. Eating all the candy they want because
    c. Playing outside after dark because

2. Allow children to role play what might happen if their parents had no rules.

3. Discuss the reason for having such rules and the consequences of not having rules.

**NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To affirm one's preferred value patterns for personal and social benefits.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given leadership or participatory activities, the child will be able to isolate his own values.
2. Given a list of names of people in his class, the child will be able to choose at least three children who have values different from his own.
3. Given the task of choosing to work with other children most like himself, the child will be able to select these children and cooperatively complete a given work assignment.
4. Given a group situation in which there are children with differing values, the child will be able to work with his group in completing the task.

## SUGGESTED ACTIVITIES

1. Video-tape the children playing and doing school work together. Show them the tape and talk about their reasons for some of their actions.
2. List some work values on the board. Talk about them with the children. Put the values on the cards in a box. Have a child draw one. Read it and name someone it fits. Have that person agree or disagree.
3. List the classroom tasks on the board. Have a child volunteer to do one, and have him choose someone, most like himself, with whom to work.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Values Through Puppets"

### MATERIALS

Puppets (family), puppet stage

### PROCEDURE

1. Teacher can develop a short play using hand puppets with the theme "values." Children would be expected to observe situation and discuss it afterwards. E.g., three child puppets playing a game where one is always tossing the others around. Dramatic display of conflict in group.
2. Teacher present the children with this small espisode.
3. Afterward encourage children to react to the situation with their ideas and opinions about what happened.
4. Teacher ask for volunteers to develop their own "values" situation and give them five minutes to rehearse.
5. Children proceed and follow up with teacher-led discussion.

### NOTES AND COMMENTS

## ECONOMICS

This section of the Career Motivation Curriculum Guide is adapted from the GRADES K-6 RESOURCE SUPPLEMENT TO CONSUMER EDUCATION, developed under the leadership of the Home Economics Section, the Division of Vocational Education, of the Ohio Department of Education.

The complete supplement is available from The Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210. The price is approximately $2.40.

## YOU—ROLES, RIGHTS AND RESPONSIBILITIES (CONSUMER, PRODUCER, AND CITIZEN)

Pupils and other people are at the center of consumer education. All people are consumers. Sometimes consumption is in satisfactions, not necessarily in the buying function.

Early in life actual purchases are often small items from allowances. Most consumption is through the family unit. Groups or individuals and families support a church, a service club, or a corporation. The government also provides many services which satisfy group needs. These are called social goods and services or collective needs.

Most people are producers within the family, or outside the family, where people work at some kind of service or production of goods. Some services are produced for which no income is earned.

The citizen role involves interaction with other people. Citizens pay taxes, vote for representatives who make many economic decisions for the citizenry, and spend in ways which affect other people. The rights and responsibilities of good citizenship are defined in laws and interpreted by all of us. By identifying and learning about the rights and responsibilities accompanying each role, the child will learn more responsible behavior.

**DEVELOPMENTAL OBJECTIVE** (Awareness-Appreciation-Motivation)

To develop an awareness that each individual is a consumer, producer, and citizen.

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**RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given a definition of a "consumer" and a follow-up discussion, the child will be able to draw at least six things he consumes.
2. Given a definition of a "producer" and a classroom production activity, the child will be able to state at least one thing he produces.
3. Given an opportunity to develop a list of wants, the child will be able to categorize them into things which are most important to him and things which he could sacrifice.
4. Given a situation where the consumer wants several things and has only a limited amount of money, the child will be able to explain his reasons for purchasing selected items.

**SUGGESTED ACTIVITIES** (Vicarious, Simulated, Experiential)

1. Draw pictures showing goods and services being produced by family members.
2. Role play situations showing how families make consumer decisions.
3. Produce an edible product utilizing a production line technique. Discuss all of the roles needed to produce the good; then establish the meaning of "producer" and "consumer."
4. Make a chart listing the rights and responsibilities of consumers for a field trip to a local grocery.
5. Walk around the school and decide what is needed to improve the school facilities both inside and out. Stress the concept that, as citizens, we must work together to preserve, maintain, create, and change our environment.

**ADDITIONAL ACTIVITIES**

## OUR ECONOMIC SYSTEM

Personal decisions as consumers, producers, and citizens take place within the context of our economic system. Likewise, our economic system affects our behavior in each of these roles. Our economic system provides the opportunity for many personal choices in alternative modes of behavior. Economically we are interdependent on each other in the production, distribution, and consumption of goods and services. Sometimes we choose to produce goods and services through government, supported by paying taxes. Built into our economic system is a market—a place in which consumers and producers meet to decide prices and amounts of goods and services that will be produced and consumed.

Not all the principles of economics are equally applicable to personal decisions, particularly at the elementary grade level. However, there are some basic axioms and umbrella concepts that are very fundamental and basic to these decisions. Following are some examples:

1. An expenditure by one person or economic unit is income to another.

2. The total of personal and group decisions and exchanges provide a flow of goods and services in exchange for money. Labor, investment capital, management, and natural resources also flow to businesses in exchange for wages, rent, commission, or profit.

3. The presence of a market where goods, services, and money are exchanged is a hypothetical location. Some of the determination of prices and wages takes place in connection with the marketplace.

4. A multitude of choices are made by individuals. Sometimes we make choices through families, sometimes through groups, and at other times through taxes and government.

5. Mass production and mass consumption provide us with a large variety of goods and services. The total of personal decisions determine to a large extent the variety of these products as well as the quantity that will be produced and consumed.

6. Government is individuals exercising mass or group decisions. We also collectively limit and protect ourselves through some of the services of government.

7. The opportunity cost of one item is what is given up in order to make a choice instead of other choices. Individuals, families, groups, and governments make this choice by the individual or collective decisions that they make.

8. Spending, saving, investing, borrowing, and earning decisions of individuals affect other individuals and the whole economy and are in turn affected by how the economy functions.

Economic principles are a part of consumer and other personal economic decisions. Consumer decisions, no matter how derived, affect both the individual and the economy. Consumer education taught without the reinforcing concepts of how our economy works is buymanship and money management only.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of how money flows to people and businesses in exchange for goods and services in our economic system.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a situation involving play money, the child will ask other children to provide goods and services for him.
2. Given a simulated situation involving the setting up of a service company, the child will provide a necessary service for his classmates and receive tokens for his efforts.
3. Given a discussion of barter, the child will list items which can be utilized for trade.
4. Given a bartering experience without currency, the child will verbally relate the advantages and disadvantages of this form of exchange.
5. Given an opportunity to list the reasons why people work, the child will include at least one reason which emphasizes personal satisfaction rather than economic gain.

## SUGGESTED ACTIVITIES

1. Construct a mural showing the transfer of dollars for goods and services.
2. Discuss pictures showing out-of-home occupations performed by a breadwinner.
3. Draw a simple diagram showing circular flow as family member leaves for work and returns with money.
4. Prepare a list of the services performed by class members in which money was earned.
5. Simulate situation in which child has 10¢ to spend: explain that the result of his decision tells the manufacturer which items will sell and must be restocked. Choose between items of equal price. Explain the option of saving the dime for later use.
6. Plan the use of different amounts of allowances: 25¢, 50¢, $1.00. Discover what effect amount has on the decision making process.
7. Prepare a list of needs for six children living alone on an island for one month.
8. Discuss how we find out about goods and services. Present the yellow pages to the students. Have them find advertisements in the newspaper.
9. Develop understanding of terms such as: money, barter, income, and wages.

## ADDITIONAL ACTIVITIES

## HOW WE EARN AN INCOME

Basic to spending is the amount of the income. The ultimate purpose of income is spending for satisfaction of needs and wants. The amount of spending that individuals or families do is directly proportionate to the size of the income. The role of the producer has its beginnings in the many economic decisions which are made about choosing a vocation, the training required for it, necessary retraining, and the opportunities for advancement. The producer's role then becomes part of the basis of how and why buying decisions are made.

An emphasis concerning training or education for a vocation stresses the fact that this is an investment in human resources. One of the rewards for successful vocational effort is the pay that a worker receives. How much he earns depends on supply and demand, labor and management agreements, minimum wage laws, and other considerations. In general workers who complete more years of schooling or training will earn more.

Another important reward of work is the sense of personal fulfillment and joy that results from a job that is well done. Learning how to find personal satisfaction from work will help offset the elements of boredom, discomfort, and other negative aspects that every job will have to some extent. In the upper elementary grades especially, the various types of income as well as the satisfactions that are non-monetary become an integral part of this section.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the various ways people obtain and use money.

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## RELATED BEHAVIORAL OBJECTIVE

1. Given a list of goods and services which people need, the child will explain how they can be obtained.
2. Given a list of goods and services, the child will decide which he can provide himself and which he must pay someone else to do.
3. Given a discussion on how people earn money, the child will list at least five methods.
4. Given an opportunity to interview a school employee, the child will find five ways the employee uses his salary.
5. Given a role playing situation, the child will act out one method he uses to earn money.

## SUGGESTED ACTIVITIES

1. Ask each pupil to determine if the bread winner in his family produces goods or services.
2. Make a mobile offsetting the label "income" with separate labels showing sources of income. How does one procure an income? Identify sources of monetary income. For example:

   —salary
   —wages
   —gifts
   —prizes
   —allowances
   —dividends
   —etc.

3. Identify sources of non-monetary income. For example:

   food provided by parents
   house provided by parents
   public service, education, etc.
   companionship provided by parents
   maintenance of environment by parents and community

4. Interview workers in a variety of situations. Ask them to tell some of the satisfactions they receive from their jobs.
5. Have each child draw pictures of how he would spend $1.00. Discuss the variety within the class and the reasons for the purchases.

## ADDITIONAL ACTIVITIES

## WHY WE BUY

The factors which influence buying decisions are interesting and complex. Consumer choices are frequently unpredictable or illogical. The psychologist and marketing specialist study consumer behavior. They find:

— Elementary pupils think spending is fun.

— The spending of others exerts influences on consumer behavior.

— The advertising messages encourage buying.

— Keeping up with the Joneses affects consumer decisions.

— When money is scarce, basic decisions about its use are necessary.

Elementary school age pupils are developing life styles based on the values, goals, and cultural patterns of the communities and larger societies in which they live. Emotions exert an important influence and often result in implusive or compulsive buying habits. Individual or family consumer decisions follow no set pattern and often are subject to rapid change because of the many influencing factors involved.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that there are many reasons for the choices consumers make.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given the opportunity to select things for a specific amount of money, the child will relate his reasons for his purchases.
2. Given a discussion about how we find out about products, the child will relate how he found out about a new toy.
3. Given magazines, the child will make a collage of advertisements.
4. Given several pictures of new cars, the child will select which one he would like to own and explain why he would buy it.
5. Given a selection of different types of food, the child will list reasons for his preference.

## SUGGESTED ACTIVITIES

1. Show pictures one at a time of many items. Have pupils suggest who in the family would most want the item and how it would be possible to get each of the items. Pictures should include items that are normally purchased such as car, baseball glove, doll, hamburgers, and items such as a friendly smile and an invitation to play a game.
2. Take a field trip to a store and discuss what factors in the store cause the pupils to want to buy certain items, e.g. pictures on packages, arrangement on shelves, etc.
3. Give each pupil a quantity of play money. Let the pupils have an auction in which small items with different appeals are for sale. After the auction, encourage the pupils to explore. Why do individuals hand on some items and not on others?
4. Make a list of items which pupils would like to buy. Explore the questions:
    1. Where did you learn about this item?
    2. What has caused you to want this?
5. Invite a grandparent to the classroom to talk about his needs and wants when he was of the approximate age of the class members. Explore why some of the needs and wants have changed.

## ADDITIONAL ACTIVITIES

## HOW WE BUY—CONSUMER CHOICES

For many teachers this section will occupy the most classroom time. It involves the money management and buymanship skills of consumer education. This section emphasizes that each of these is done in the context of the economic system and that the decisions of businesses and governments also affect and are affected by the purchasing choices of individuals.

The kinds of choices that are made, e.g. to buy or not to buy, to buy now or later, to buy this item or service or an alternative one, and to buy in this place or outlet or at some other place, are the decisions that people actually make in the marketplace. Because decisions are made in various ways by individuals, families, groups, and governments, it is obvious that consumer choices are not all individual, but that some are indirect and are made by groups of people.

Consciously or unconsciously people use three, four, or five steps in a decision-making process. Decisions where goals and consequences are not considered lack the rationality that demonstrates wisdom. The provision for open-endedness in this section suggests that teachers may wish to deal with the specific buying experiences of pupils, e.g. purchases from allowances, school supplies, or gifts for parents. The how-to-buy implies that these are carry-over skills and knowledge which can be applied whenever consumer decisions are made.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the skills and information that help us in buying things.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a number of items which satisfy needs and wants, the child selects those which are most needed to sustain his life.

2. Given an opportunity to observe others purchasing items, the child will question the consumer to determine his motives for the purchases.

3. Given several items of approximately the same value, the child will select one item and state why he feels the item is important to him.

4. Given a simulated market place with the following choices:

   a) to buy or not to buy
   b) to buy now or to buy later
   c) to buy this item or service or to buy some other item or service
   d) to buy here or to buy somewhere else

   the child will make his own decisions.

## SUGGESTED ACTIVITIES

1. Make a chart indicating what it costs to own such pets as a dog, cat, bird, fish, etc. Compare the cost of keeping each pet. Discuss how the cost of keeping a pet might influence choice. What other factors influence the selection of a pet?

2. Collect empty boxes and cans. Examine, compare, and discuss the use of labels in making consumer choices.

3. Set up a simulated store with similar items at different prices. Have students determine how much you would save if you bought the less expensive item.

4. Buy two cans of the same kind of vegetables, one name brand and a less expensive brand. Prepare them in separate pans in the classroom and compare them.

## ADDITIONAL ACTIVITIES

## HELP WE FIND IN COMMUNITIES

A community has many resources to assist the people, business, and government units at all levels. This section helps pupils to discover how these resources provide services in order to fulfill recognized needs. The integrity and pride in achievement by business foregoes in part the necessity of extensive protective measures. In addition, there are agencies financed from different sources. Public funds (taxes) support some of the agencies and the others are privately financed.

One school of thought suggests that at the marketplace, consumers may choose not to buy goods and services that are faulty or take unfair advantage of individuals. More realistically, there is a need for laws and protective agencies to perform the function of regulating and insuring the quality of available goods and services. Whether supported through public funds or through private contributions, the cost of protection eventually is paid by individuals in the form of taxes or higher prices.

There are agencies that provide financial support for people in such situations as unemployment, disability, old age, and poor health. The resource persons and information available to assist people with personal economic decisions as consumers, producers, and citizens may be identified in our communities.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the persons and organizations within communities, which assist consumers in various ways.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a law enacted to protect the consumer (e.g. all children's clothes must be fireproof), the child will state how this helps the consumer.
2. Given a situation where the child may interview a community resource person, the child will state how this individual assists consumers.
3. Given a discussion about the people and organizations in the community who provide consumer services, the child will state the persons and organizations with which he has had direct contact.

## SUGGESTED ACTIVITIES

1. Identify sources of consumer information such as parents, T.V. advertisements, billboards, etc.
2. Dramatize the return of a faulty product. Emphasize consumer protection, claim department services, producer's pride in his product.
3. Role play consumer and salesman in a store. Emphasize the assistance given by store workers to customers.
4. Develop a list of services provided to families in city or county by government or voluntary agencies.

## ADDITIONAL ACTIVITIES